When Marian Sang Reflection

I have really liked working with this text and connecting it to some of the other historical figures (Eleanor!) and concepts (prejudice, segregation) that we have dealt with in Read Alouds and elsewhere.

I also feel like the students are connecting to Marian and her story. I noticed during the Sonia Sotomayor read aloud that the class has a keen sense of what it means to be a devoted student, to be driven, to overcome obstacles. It seems like their previous experience with stories that share some of these elements with Marian’s story enable them to have rich discussions about this text.

This was the first read aloud in which I have incorporated BOTH targeted vocabulary work and multimedia support. My big takeaway is that both of these elements (and certainly the two combined) are more time consuming than I anticipated. However, if I were to re-teach this text I would keep both the vocab and the video clips because it really enriches the text in a wonderful way. I have really enjoyed hearing Marian’s voice as we have read this book.

Rachel,

I do agree that the targeted vocabulary work and the video clips add more time, but that is ok, it just means planning a few more sessions for the read aloud. For future read alouds with these elements, you can plan to teach one picture book across a week and take a little longer with it.

What have you noticed in terms of student comprehension? What are some examples of what you refer to as “rich discussion?” How can you facilitate the discussion in ways that keep students “in the text” when they are making connections?

We were not able to finish Marian on Friday before break, so it will need to roll into Monday’s instructional day, which is fine. Are there any universal themes/ideas that the students can dig out?